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ABSTRACT

A survey was conducted to assess the various forms of articulation practiced by the Pennsylvania community colleges, including horizontal articulation (involving the movement of students from a program at one institution to another at the same level), vertical articulation (involving movement of students from one competency level to a higher level, e.g., high school/community college and community college/college or university), and administrative articulation (the achievement of financial savings through sharing of facilities and services). Presidents of all 14 community colleges responded to the survey. The following conclusions resulted from the findings: (1) programmatic/curricular forms of articulation which facilitate the flow of a student from or to the community colleges had been implemented by a majority of the colleges; (2) the colleges had established good communication with their sponsoring high schools and vocational-technical schools; (3) most of the colleges were making every effort to grant prospective students credit for work/life experiences; (4) with few exceptions, students were permitted to proceed at their own pace, step-out to work, and repeat courses to improve their grade point average; (5) respondents felt articulation agreements must be initiated by local administrators and staff; and (6) many forms of cost-effective administrative articulation agreements had been developed. The questionnaire and documentation from selected early admissions and advanced placement programs are appended. (Author/MB)

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COORDINATING EDUCATIONAL SERVICES IN PENNSYLVANIA

THE COMMUNITY COLLEGE PERSPECTIVE

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Pennsylvania Department of Education 1978

COORDINATING EDUCATIONAL SERVICES IN PENNSYLVANIA

THE COMMUNITY COLLEGE PERSPECTIVE

by John Senier
Division of Research
Bureau of Information Systems
Pennsylvania Department of Education
1978

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SUMMARY

Purpose

The community colleges serve at least two distinct populations--the academic students who plan to eventually transfer to a four-year program and those who seek specialized training for an occupation. As such, the community colleges stand midway between high schools and a baccalaureate degree and/or placement. This study was conducted to determine how the community colleges coordinate their programs with each other and other educational agencies to permit the sequential movement of the learners from one competency level to another. An effort was also made to determine what forms of coordination of staff, facilities and student services have developed between the 14 colleges and other educational agencies.

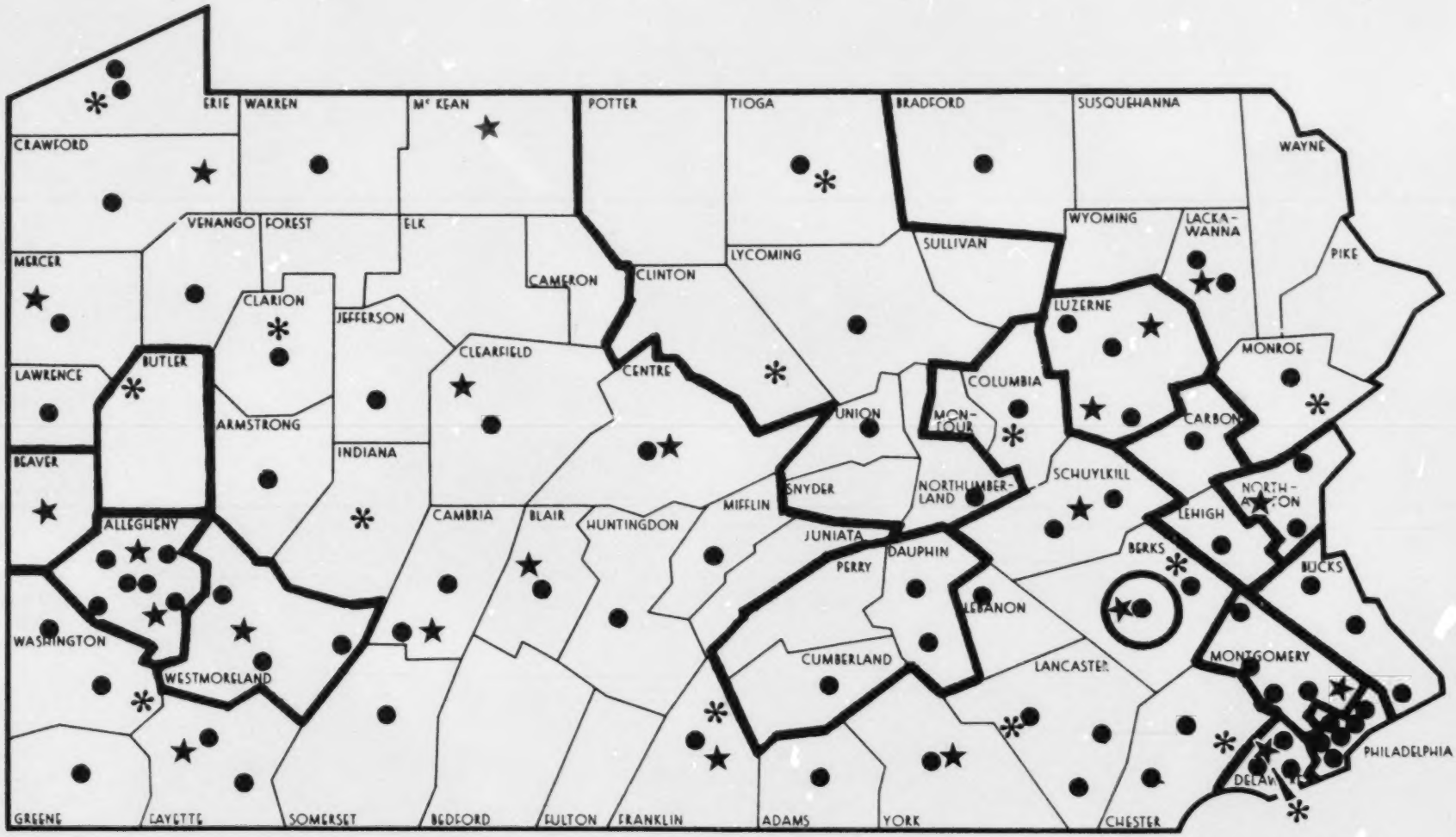
Procedure

A survey was conducted to assess the various forms of coordination initiated by the community colleges. The survey was approved by the Pennsylvania Association of Colleges and Universities and the State Advisory Council on Vocational Education. The questionnaire was distributed to the presidents of the 14 colleges. A second distribution to those who did not respond was made two months later. All the community colleges responded to the survey.

Results and Conclusions

- Programmatic/curricular forms of articulation which facilitate the flow of a student from or to the community colleges have been implemented by a majority of the colleges.
- The community colleges have established good communication with their sponsoring high schools and AVTS's.
- Most of the community colleges are making every effort to grant prospective students credit for work/life experiences.
- With few exceptions the community college are very flexible, permitting students to proceed at their own pace, step-out to work and repeat courses to improve their grade point average.
- The results clearly indicate the respondents feel articulation agreements with other educational agencies must be initiated by local administrators and staff.
- Many forms of cost-effective administrative articulation agreements have been developed by some community colleges.

LOCATION OF PENNSYLVANIA'S PUBLIC VOCATIONAL/OCCUPATIONAL FACILITIES AND COMMUNITY COLLEGE SERVICE AREAS



- ● Area Vocational-Technical School (80)
- ✻ State-Owned Colleges (14)
- ★ State-Related College/Branch Campus (22)

(651 Comprehensive Public High Schools are not included)

Background

The coordination of educational services, usually referred to as articulation, has had only limited success. Perhaps the greatest obstacle is the limited awareness of educators and administrators of the possibility and potential benefits for both the student and the institution. In terms of vocational/occupational programs, there have been only a few articles and research reports (Bender, 1973). Pennsylvania has been responsible for most of the reports on the coordination of occupational programs. Each year since 1970, The Pennsylvania State University and the Pennsylvania Department of Education have sponsored a conference on postsecondary occupational education. Many of these conferences have focused directly on the articulation of vocational/occupational programs. The coordination of educational services has generally taken one of three forms--horizontal, vertical or administrative.

Horizontal articulation involves the movement of a student from a program, course or activity at one educational facility to another at the same level. In the case of the community colleges, this could occur between the community colleges themselves, junior colleges and other colleges or universities in terms of lateral transfers. Horizontal articulation also encompasses granting college credit for work/life experiences.

Vertical articulation, by contract, is related to a student's movement from one competency level to a higher level. This form of coordination assumes a student is progressing sequentially from one educational agency to another and receives full credit for previous learning experiences. Administrative articulation is the coordination of personnel, plant/equipment and student services between two or more educational agencies to achieve financial savings.

In relation to the community colleges, vertical articulation has received the most attention. The Pennsylvania Department of Education has made many efforts to facilitate the movement of high school graduates to the community colleges and from the community colleges to state-controlled colleges. Murphy (1973) developed guidelines for articulating the associate degree programs of Pennsylvania's 14 community colleges with the baccalaureate programs offered at the state-owned colleges and university. These guidelines were completely endorsed by the Board of State Colleges and University Directors and the State Board of Education. Yet, two years later Heiney (1975), after interviewing representatives of the state colleges and the community colleges, found the guidelines were being ignored by most of the state-owned colleges.

Donny (1972) analyzed the catalogs of 42 colleges in Pennsylvania. He found almost all the colleges and universities had five or more of the following vertical articulation possibilities for students:

1. early admission from high school
2. advanced placement program
3. college-level examination program
4. proficiency examinations
5. summer, evening or Saturday sessions
6. early admission to graduate school
7. excess credit load
8. credit for military service connected education
9. graduation prior to attaining minimum graduation requirements
10. variability in the minimum requirements

Yet Donny concludes the colleges do not adequately inform students of the existence

of these articulation practices. As a result, most students are not aware of the options available to them.

Administrative articulation which is designed to achieve financial savings has been fostered by many sources. The 1963 Vocational Education Act and the amendments thereto have made it possible for school districts to pool their resources and, using local, state and federal money, to develop area vocational technical schools. By developing consortia, school districts were able to provide vocational education programs which each working independently could not provide because of financial constraints and/or lack of sufficient student body to justify starting such programs. By the same token, the development of community colleges since 1965 can be considered another example of administrative articulation by a number of local educational agencies to provide low cost postsecondary education for the immediate community. The development of the 29 intermediate units in Pennsylvania in 1968-69 to provide ancillary services to school districts can be seen as an effort by the Department of Education to stimulate administrative coordination. This form of articulation could also be achieved on a smaller scale. Two or more educational agencies, by using shared or common library, health, computer facilities and the like, can achieve real financial savings. Administrative articulation can have the further effect of permitting the continuation of services which might otherwise have to be reduced or curtailed due to budget reductions.

Viewed from this perspective, horizontal and vertical articulation facilitates the movement of students from one educational facility to another. This coordinated system further assumes each educational experience builds on previous learning and no experiences are repeated. Administrative articulation by contrast is mainly to achieve financial savings through the sharing or joint-use of facilities and student services. This form of articulation has only recently received attention and has great potential benefit to the educational community.

Procedure

To assess the various forms of articulation practiced by the community colleges in Pennsylvania, a survey was conducted. The articulation survey was approved by the Pennsylvania Association of Colleges and Universities and the State Advisory Council on Vocational Education. The actual questionnaire was distributed in February 1977 (see Appendix A for questionnaire and cover letter). All the community colleges responded. Since the community colleges receive students from secondary and postsecondary educational agencies and in turn transfer students to other postsecondary institutions, the questionnaire was divided into three sections:

- Community College - High School Coordination
- Horizontal Articulation
- Community College - College/University Coordination

Some questions from a similar survey by Opacinch (1974) were used with the approval of the author. Most of the questions required a response of 'yes' or 'no'. Open-ended items were included to allow respondents to explain existing or planned forms of articulation. Three questions which required rank ordering were included to determine who, in order of importance, should provide the major impetus for developing articulation agreements.

The questionnaire was addressed to the president of each community college. The positions held by the persons who actually completed the form were:

	Number
President	5
Vice-President	3
Directors, Internal Research	3
Director, Admissions & Records	1
Dean, Student Affairs	2
	14

Only two respondents did not complete the open-ended questions. Two persons completing the survey had difficulty with the following set of questions:

Yes No Do you have a reciprocity agreement for curricula with any other community college?
Yes No Courses not offered at your college?
Yes No Courses offered at your college?

The latter two questions, designed to explore in greater detail affirmative responses to the preceding question, should have been indented. Because of this error in format, the responses to the two questions were not analyzed. The questions which required rank ordering to determine who should act as the impetus for developing articulation agreements were not completely ranked by five respondents.

The questionnaire was distributed during a meeting of the community college presidents early in February 1977. Eight of the 14 community colleges returned the survey form by the end of that month. Another questionnaire was sent to the six nonrespondents on April 21, 1977, appealing for their cooperation (see Appendix B for revised cover letter). A week later, cooperation was also requested by telephone. By the end of the first week of May 1977, all the community colleges had responded to the survey.

Findings

The results (see Table 1) indicate that many articulation agreements exist.

Table 1
Community College and High School Coordination

Form of Coordination	Number of Community Colleges
Four-year coordinated program	6
Discuss entrance requirements with high school	13
Discuss new offerings with high school	14
High school student visitation program	13
High school teacher visitation program	10
High school counselor visitation program	13
Annual open house program	8
Meet with high school administrators	9
Community college faculty teach at high school	5
High school students enroll part time at community college	14
Enter community college after completing 11th grade	10
Recognize CEEB	11
Recognize GED	14
Recognize USAFI	12
Grant credit based on high school transcript	5
Advanced standing for AVT graduates	10
Joint use of specialized facility/equipment	4

Representatives of six community colleges stated there are formal agreements on four-year occupational programs, which include basic preparation in the last two years of high school and two years of advanced specialized work in community college. The respondents indicated four-year articulation agreements for the following:

- Automotive technology
- Data Processing
- Drafting and Design Technology
- Electrical/Electronics Technology
- Electronic Engineering Technology
- Food Service Management
- Hotel and Restaurant Management
- Nursing, Practical
- Police Science
- Retailing
- Welding Engineering Technology

There appears to be good communication between the community colleges and the high schools/AVTS's. Thirteen of the 14 respondents indicated the community college staff and high school staff get together yearly to discuss entrance requirements. All indicated community college and high school staff meet to discuss new occupational offerings and other matters of mutual concern. Thirteen indicated they had student and counselor visitation programs. Ten said they have visitation programs for high school teachers. Eight community colleges sponsor an annual open house or other activity designed to acquaint high school students with the college's occupational specialty areas. All 14 respondents indicated their colleges have formal or informal agreements with high schools to permit students to take one or more courses at the college. Ten responded that students from sponsoring high schools are permitted to enter the college full time after completing their junior year. In responding to these questions, the Bucks County Community College (see Appendix C) and Williamsport Area Community College (see Appendix D) enclosed copies of brochures explaining their early admission policies.

There were large variations in responses to those questions which relate to granting advanced placement credit. Twelve of 14 community colleges recognized college credits for United States Armed Forces Institute courses and all the community colleges recognize the General Education Development (GED) certificate. Slightly fewer (11) grant advanced placement credit based on proficiency examinations, such as those given by the College Entrance Examination Board. Only five community colleges grant advanced credit for studies completed at the high school level, but 10 grant advanced standing to high school graduates from vocational programs if they enroll in similar occupational specialties. This apparent disparity between only five colleges granting credit for completed high school work and 10 granting credit for completed high school work and 10 granting advanced standing to graduates from vocational programs probably arises because community colleges distinguish between academic/general program graduates and vocational program graduates. Williamsport Area Community College, in returning the survey form, included a summary sheet on the number of advanced placement by program for fall 1976 (see Appendix E). That fall the college admitted slightly less than 1,300 new students of whom 141 were given advanced standing in 26 programs. Each of these students received an average of 3.8 credits. One student entering the Advertising Art program received 20 credits. Thus, almost 11 per cent of the new students were given credit for previous learning and work/life experiences.

Each respondent was asked to rank in order of importance who should provide the impetus for developing greater coordination of program offerings between high schools and community colleges. The average ratings were:

Rating	Organized Body
1.2	Administrators of high schools and community colleges
2.5	Specially constituted articulation committee
2.5	Faculty of high schools and community colleges
4.4	Local board of trustees/local board of education
4.5	Pennsylvania Department of Education

The ratings indicate rather clearly that the respondents feel administrators are the most important in developing coordination of education services between high schools and community colleges. All the respondents to the survey held administrative positions. The results might be different if faculty, board members or other personnel were asked to rank the same categories. However, the results of this survey substantially agree with those reported by Opacinch (1974). The only exception in that study was that a specially constituted articulation committee was ranked slightly less important than faculty. The local boards and the Pennsylvania Department of Education received the lowest ratings. From this, it appears that efforts to coordinate educational services between high schools and community colleges, if they are to be successful, must be initiated at the local level by administrators and faculty. This finding agrees substantially with literature related to articulation of educational services.

Administrative forms of articulation appear less prevalent. Five indicated that community college faculty teach college-level courses at a high school or AVTS for secondary students. All five indicated further that the high school students receive credit for these courses when applying for admission at the local community college. Responses to the open-ended question asking for a description of existing or planned practices to promote better relations between the college and its participating high schools were limited. Those who responded cited the following practices:

- On-campus courses for high school students.
- Consortium agreement with AVTS's to grant advanced credit.
- Faculty and administrators serve on AVTS advisory committees and AVTS staff serve on the colleges' committees.
- Vocational diagnostic services for high school students.
- In-service programs for high school counselors.
- Monthly meetings with superintendents/principals/counselors.

Four community colleges indicated they have specialized occupational facilities which are used by both community college and high school vocational students. Two others indicated such specialized, joint-use facilities are planned. Seven community colleges said they use specialized facilities at nearby high schools or AVTS's and another said such an agreement is planned. Of the seven that use high school or AVTS facilities, six said they use occupational training facilities and other building facilities, and four said they use occupational training equipment.

Based on these responses, the community colleges and the sponsoring high schools and AVTS's have established good intercommunication networks. Articulation of programs and curricula between the two levels of education is evident. Academic students from participating high schools have the option of taking courses at the community colleges for both high school and college credit. The majority of the colleges award advanced placement to students from vocational programs if they continue their occupational training at the community college. All the colleges recognize the GED for admission purposes and most of them recognize USAFI completed courses. The following forms of articulation are less prevalent: coordination of personnel, plant/equipment, fiscal/budget and student services.

According to the results of the survey, one of the major obstacles to transferring

from a private, associate degree-granting institution to a community college is the granting of credit if a student received a grade of D for a course. Six community colleges accept such a grade; five said they do not; three did not respond to the question (see Table 2). On the other hand 13 said they accept a grade of C. These findings agree substantially with those of Heiney (1975) who indicated that the 14 state colleges in Pennsylvania objected to giving graduates from community colleges transfer credit for courses if they received a D. The faculty, it appears, feared a loss of quality in their institution if D grades were permitted to be transferred. It seems community college faculty feel the same when a student transfers to their college.

Table 2
Community College Coordination with Other
Institutions Offering Two-Year Programs

Form of Coordination	Number of Community Colleges
Accept a grade of "D"	6
Accept a grade of "C"	13
Give credit for nontraditional learning	12
Permit students to learn at own rate	7
Permit students to temporarily step-out	12
Take courses at other colleges	14
Repeat a grade to improve GPS	14
Have a curriculum coordinating committee	14
Have reciprocity agreements	6

By contrast, most of the community colleges grant credit for nontraditional forms of learning. Only one college said it did not, and one stated it planned to do so in the near future. Of the 12 who grant credit for nontraditional learning, eight give credit for work experience, six grant credit on the basis of licenses held by prospective students, and seven give credit if the applicant has a certificate. Eight community colleges said students could receive credit by taking:

- challenge examinations,
- CLEP examinations and/or
- advanced course(s) and receive credit for prerequisites if they pass the advanced course(s).

All 14 community colleges permit their students to take courses for credit at other colleges and all permit a student to repeat a failed course to improve his/her grade point average. In recent years there have been an increasing number of students stepping out of their programs of study to work full time or gain some life experiences. According to the survey results, 12 community colleges permit their students to step out. Related to this, seven permit students to proceed at their own learning rate.

Six community colleges even have reciprocity agreements with other community colleges. These agreements permit students from one community college service area to attend another community college at no increase in tuition if the desired program is not available locally.

It appears most of the community colleges are making every effort to grant students credit for skills and knowledge acquired prior to entering the colleges. They are also very flexible when it comes to the students' needs, permitting students to set their own pace, step out and even take courses at another community college

if they are not offered locally. Indications are the community colleges are developing into a coordinated system. When asked who should provide the impetus for bringing the community colleges into greater coordination with each other, the respondents ranked the following in order of importance:

Average Ranking	
1.8	Community college commission.
2.5	A specially constituted articulation committee.
3.4	Board of Trustees.
3.5	PACU
4.3	Department of Education

Two respondents indicated other answers: one that the community college presidents should be responsible for developing greater coordination, the other that the college staff should be the impetus. The ranking and write-ins indicate rather clearly that coordination should be developed by local staff/administrators.

All the community colleges have programs from which students may eventually transfer to four-year institutions. According to the 1976 fall enrollments (Sheppard, 1977) about 48 per cent of the community college students were in transfer programs. The actual proportion at each college varied substantially, the lowest at Williamsport Area Community College (8.3 per cent) and the highest at Bucks County Community College (62.2 per cent). It is a distinct advantage for students if the community college has formal transfer agreements with other colleges. According to the survey results, half the community colleges have formal agreements with one or more of the state-owned colleges and eight have formal agreements with one or more other colleges and universities (see Table 3). Combining the results of both questions, five community colleges have no formal transfer agreements with a four-year institution.

Table 3
Community College and Four-Year College Coordination

Form of Coordination	Number of Community Colleges
Have formal transfer agreements with	
1. state-owned colleges and universities	7
2. other colleges and universities	8
Have joint-use agreements for use of	
1. library facilities	10
2. student health services	1
3. computer systems	7
4. counseling services	1
5. maintenance services	1
6. other	4

Responses to the open-ended question about programs for which the community colleges have articulation policies with colleges were limited. Only nursing, advanced math, foreign languages, traffic management and physical distribution programs were cited. Either the open-ended question was not answered by most of the respondents or the community colleges have articulation policies with four-year colleges concerning only a few programs.

By contrast, the community colleges have a large number of administrative agreements with other educational institutions on the joint use of facilities and/or service. Ten community colleges said they jointly use library facilities with

another institution. Seven said they share a computer system. Others specified joint use of:

- student health service
- counseling services
- maintenance services
- athletic facilities
- instructional facility/staff
- parking
- sewage treatment
- emergency water

These results indicate the community colleges have a combined total of 25 administrative articulation agreements. Two colleges said they had no agreements. By way of comparison, Lehigh County Community College reported eight different administrative articulation agreements with other educational institutions.

The diversity of agreements seems to indicate the community colleges are well aware of the savings which can be realized through administrative articulation agreements.

CONCLUSIONS AND RECOMMENDATIONS

The 14 community colleges in Pennsylvania, taken as a group, have implemented a large variety of articulation agreements. Programmatic/curricular forms of articulation have been implemented by a majority of the community colleges. One can conclude that the community colleges, in the short period since their development, have made major strides in coordinating their services with other educational agencies.

However, more coordination could be accomplished. Thus, it is recommended that:

- The community colleges organize a study committee to examine the feasibility of developing a common course numbering system.
- Each community college organize an articulation committee to explore the feasibility of
  1. Developing programs with practical experience to be learned at the AVTS and the theoretical knowledge at the community college.
  2. Developing agreements on the shared use of plant and equipment.
  3. Coordinating student services.
  4. Sharing personnel.
  5. Developing other agreements designed to conserve money of both student and institutions.
- The presidents with the concurrence of their boards develop more reciprocity agreements which would permit a student to attend another community college if a desired program is not available locally.
- The Pennsylvania Department of Education, using funds from the Education Amendments of 1976 (PL 94-482), set aside money specifically for demonstration projects on administrative articulation between AVTS's and community colleges.
- The Pennsylvania Department of Education establish an articulation advisory committee which would periodically prepare recommendations for facilitating articulation and disseminate information on exemplary articulation agreements.
- The annual Pennsylvania conference on postsecondary occupational education, sponsored by the Department of Education include a program which would focus directly on administrative forms of articulation and how to implement such agreements.

To be successful, the coordination of educational services must be initiated at the local level. However, the Department of Education can act as a facilitator/clearinghouse for new ideas and approaches. Many forms of cost-effective administrative articulation agreements have already been initiated by one community college or another. These need to be examined by the other community colleges so they too can use existing resources to their best advantage and minimize costs. The community colleges can achieve even more by coordinating their educational services with other educational agencies. By doing this, the community colleges would act as a catalyst in an educational system that recognizes that every level of education is part of a continuum designed for the orderly and sequential movement of the learner from one competency level to another.

Appendix A

HARRISBURG AREA COMMUNITY COLLEGE 3300 CAMERON STREET ROAD, HARRISBURG, PENNSYLVANIA 17110

717-236-9533

Dear Colleague:

As part of a total effort to foster articulation between and among all educational institutions in the Commonwealth, the Department of Education and the Harrisburg Area Community College are requesting your cooperation in completing the enclosed survey. We believe this survey is extremely important and will be able to provide needed insights into the extent that articulation is being developed at Community Colleges. Similar survey forms will be sent to the other types of educational institutions in the near future.

We feel your personal response to this survey is very important. Would you, therefore, please take a few moments of your time to respond to our questions and then return the survey in the self-addressed stamped envelope. After the responses are analyzed, we will send you a personal copy of the results.

Our hope is that after we have a complete assessment of the articulation practices that exist at present, we will be in a position to make detailed recommendations to the PACU and then to the State Board of Education.

Thank you in advance for all your cooperation and we look forward to receiving your responses.

Very truly yours,

James Selgas
Director
Research & Planning
Harrisburg Area Community College

John Senier
Educational Research Associate
Department of Education

JS/JS/ks

Appendix A (continued)

COMMUNITY COLLEGE ARTICULATION SURVEY

Person Completing Form: _____

Title: _____

GENERAL DIRECTIONS: Please respond to all the items. When you have completed the form, return it in the enclosed return addressed, stamped envelope. Your frank responses are very important in order that all the community colleges may learn of the various articulation systems presently in existence.

Community College - High School Coordination

Yes__ No__ Has your community college been involved in discussions with the local high schools regarding the development of four-year occupational programs which would include basic preparation in the last two years of high school and advanced specialized work continued at your community college?

Do any of the community college staff meet at least once a year with high school counselors or administrators to discuss:

Yes__ No__ entrance requirements?
Yes__ No__ new occupational offerings?
Yes__ No__ other matters of mutual concern?

Do you have a visitation program with the sponsoring high schools for:

Yes__ No__ students?
Yes__ No__ teachers
Yes__ No__ counselors?

Yes__ No__ Does your community college sponsor an annual Open House or other activity designed to acquaint area high school students with the college's occupational specialty area?

Yes__ No__ Do you meet at least once a year with sponsoring high school administrators to discuss cooperation in occupational subject areas?

Yes__ No__ Do you have any faculty members that teach a formal college level course(s) at a high school or area vocational-technical school for secondary students?

Yes__ No__ If yes, do the high school students receive college credit for that course(s) when applying for admission at your community college?

Please describe any administrative practices either existing or planned at your community college which are designed to promote better relations between the college and its participating high schools. (Please use back of survey if necessary.)

_____

_____

_____

_____

_____

Yes__ No__ Do you have any formal or informal agreement with a high school which would permit junior or senior high school students to take one or more courses at your community college?

If a formal agreement, please append a copy of the agreement.

Yes__ No__ Do you have any formal or informal agreement with a sponsoring high school which would permit a student to enter the community college full time after completing the junior year?

If yes, please append a copy of the agreement.

Do you grant advanced placement credit based on:

Yes__ No__ proficiency exams (CEEB)?
Yes__ No__ high school transcript?

Yes__ No__ Does your community college recognize high school work completed in occupational studies by granting credit or awarding advanced placement in similar occupational specialty programs at the community college?

Yes__ No__ Do you have on your campus a specialized occupational facility which is used by high school vocational students as well as by community college occupational students?

Yes__ No__ If no, is such a specialized joint-use facility planned?

In your opinion, who should provide the impetus for bringing high school and community college educators together to develop a greater coordination of program offerings? (Rank in order of importance.)

__ the local Board of Trustees/local Board of Education
__ a specially constituted articulation committee
__ faculty of the local high schools and the community college
__ administrators of the local high schools and the community college
__ the Department of Education
__ other (please specify) _____

Yes__ No__ Do you use any specialized facility of a nearby high school or area vocational-technical school?

Yes__ No__ occupational facility?
Yes__ No__ occupational training equipment?
Yes__ No__ other building facility?

Yes__ No__ Do you recognize the General Education Development (GED) certificate for admission to your community college?

Yes__ No__ Do you recognize college credits based on the successful completion of United States Armed Forces Institute (USAFI) courses?

Horizontal Articulation

If a student wishes to transfer from a private, associate-degree granting institution to the community college, do you accept successfully completed courses of:

Yes__ No__ Grade "D" or better?
Yes__ No__ Grade "C" or better?

Yes__ No__ Do you use proficiency examinations to award college credit for non-traditional learning?

Yes__ No__ work experience?
Yes__ No__ licenses?
Yes__ No__ certificates?
Yes__ No__ other (please specify) _____

Do you permit students at your community college to:

Yes__ No__ proceed at their own learning rate?
Yes__ No__ temporarily step-out of their program of study?
Yes__ No__ take courses for credit at other colleges?

Yes__ No__ Can a student at your community college repeat a failed course in order to improve his/her grade-point average?

Yes__ No__ Do you have an established curriculum coordinating committee which periodically reviews course requirements/objectives?

Yes__ No__ Do you have a reciprocity agreement for curricula with any other community college?

Yes__ No__ courses not offered at your college?
Yes__ No__ courses offered at your college?

If yes, with how many? _____

In your opinion, who should provide the impetus for bringing community college educators together so as to develop a greater coordination between community colleges? (Rank in order of importance.)

__ Board of Trustees
__ a specially constituted articulation committee
__ PACU
__ community college commission
__ Department of Education
__ other (please specify) _____

Community College - College/University Coordination

Do you have formal transfer agreements with:

Yes__ No__ the state-owned colleges and university (14)?
If yes, how many? _____

Yes__ No__ other colleges and universities?
If yes, how many? _____

Do you have any administrative agreements with any educational institution on the joint use of:

Yes__ No__ library facilities?
Yes__ No__ student health services?
Yes__ No__ computer systems?
Yes__ No__ counseling services?
Yes__ No__ maintenance services?
Yes__ No__ other (please specify) _____

Please list all the programs which you have at the community college for which you have articulation policies with:

high schools and area vocational-technical schools

_____
_____
_____
_____
_____
_____
_____

other community colleges

_____
_____
_____
_____
_____
_____
_____

colleges/universities

_____
_____
_____
_____
_____
_____
_____

When this study is completed, we will send you a summary of the results. Thank you again for your cooperation.

HARRISBURG AREA COMMUNITY COLLEGE 3300 CAMERON STREET ROAD, HARRISBURG, PENNSYLVANIA 17110

717-236-9533

Dear Colleague:

We are continuing with our research for information to help foster articulation between and among all educational institutions in the Commonwealth. As yet, we have not received the survey instrument from your school which was distributed at the President's meeting with the help of Dr. Shoemaker.

We feel your personal response to this survey is very important. Would you, therefore, please take a few minutes of your time to respond to our questions, and then return the survey in the self-addressed envelope. After responses are analyzed, we will send you a personal copy of the results.

Our hope is that, after we have a complete assessment of the articulation practices that exist at present, we will be in a position to make detailed recommendations to the PACU and to the State Board of Education.

We do appreciate your cooperation.

Very truly yours,

James W. Selgas
Director
Research and Planning
Harrisburg Area Community College

John Senier
Educational Research Associate
Department of Education

HIGH SCHOOL ENRICHMENT PROGRAM (HSEP)

The High School Enrichment Program (HSEP) was approved by the Community College's Board of Trustees in the spring of 1970 in order to expand the educational opportunities for high school students and to accelerate their college credits.

In the HSEP's first five years, more than 200 seniors have participated from 13 of the county's high schools. Collectively they have earned more than 1600 college credit hours and have attained a 3.17 Grade Point Average (GPA), on a possible 4.0 scale.

HSEP's students may enroll in one or two courses, not to exceed seven credit hours per semester. Students are charged the same tuition and fees as other part–time day students. Likewise, they must also make their own arrangements for transportation.

Course selection is flexible and is determined by the student's ability and interest, by the educational level, and by the available course openings. Classes chosen range from introductory courses in major curricula to technical and fine arts courses.

No student is permitted to enroll in the HSEP without prior approval of his or her respective high school.

There are no restrictions limiting high school students from enrolling in evening, Saturday, or summer session courses.

These are quotes from former HSEP students in response to the question, "What was the most beneficial aspect of the High School Enrichment Program?"

"It bridged the gap between high school and college."

"I wouldn't have gone to college, except that my courses at Bucks County Community College encouraged me."

"I was able to take a course not offered in my high school."

"I got a chance to see what college is all about and it helped me decide whether college was for me or not."

"It got me introduced to college techniques and gave me a headstart in fulfilling college core requirements."

"...the atmosphere of Bucks County Community College was a welcomed change..."

"I'm sure it affected my admission to the University of Pennsylvania."

"...the credits that were accepted at Bridgeport."

"...dispelled my fears of college as a giant 'unknown'."

ATTEND COLLEGE DURING YOUR SENIOR YEAR

BUCKS COUNTY COMMUNITY COLLEGE

BUCKS COUNTY COMMUNITY COLLEGE
Newtown, Pennsylvania 18940

BUCKS COUNTY COMMUNITY COLLEGE

Bucks County Community College recognizes that certain high school students may benefit from beginning college study in individual courses or in a selected college curriculum earlier than the traditional college entry date. To meet the needs of such students, the Community College adopted an **Early Admissions Program.**

The Early Admissions Program enables high school seniors to attend the Community College full–time or part–time while still completing their requirements for high school graduation. Selected seniors must fulfill the College's requirements and have their high school's approval.

FULL–TIME EARLY ADMISSION

To be considered for Early Admission on a full–time basis, an applicant must:

1. Be a Bucks County resident;
2. Be currently enrolled in high school and have completed the eleventh grade;
3. Meet all the admission requirements of the College as well as those for a particular program of study;
4. Submit a written recommendation by his or her high school principal, director of guidance, or headmaster;
5. Complete an interview with an admissions officer of the College (Parents are requested to attend this interview);
6. Rank in the upper 20 percent of his or her class;
7. Have no grade below a **C** (or the numerical equivalent) in his or her freshman, sophomore, or junior year of high school;
8. Submit the standard application for admission, clearly marking the application "Early Admission". The application should be submitted through the high school guidance office, accompanied by the letter of recommendation, and the $10.00 non-refundable application fee.
9. Submit the application for admission prior to the application deadline established by the College.
10. Contact the high school guidance office and request that an official transcript be forwarded to the Office of Admissions and Records at the Community College.

PART–TIME EARLY ADMISSION

To be considered for Early Admission on a part–time basis (also classified as High School Enrichment) an applicant must:

1. Be a Bucks County resident;
2. Be currently enrolled in high school and have completed the eleventh grade;
3. Submit the standard application for admission, clearly marking "High School Enrichment, Code 90" under "Curriculum To Which You Seek Admission" on page one of the application. A $10.00 non-refundable application fee must accompany the application for admission;
4. Submit a written recommendation by your high school counselor or director of guidance;
5. Submit your application for admission prior to the application deadline established by the College.
6. Contact the high school guidance office and request that an official transcript be forwarded to the Office of Admissions and Records at the Community College.

The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion or national origin. Public Law 90-202 prohibits discrimination because of age. Title IX of the 1972 Education Amendments prohibits discrimination because of sex.

If you believe that you have been discriminated against in your contact with Bucks County Community College, please contact the President's Office immediately (215) 968-5861, extension 200 or 201.

APPENDIX D

4.08 POLICY AND PROCEDURE FOR ADVANCED PLACEMENT OF AREA VOCATIONAL-TECHNICAL STUDENTS

AUTHORITY: Board of Trustees 4/15/76 pg. 1021

POLICY

Advanced placement at The Williamsport Area Community College is designed to give secondary students who have completed specific competencies prior to entering college the appropriate placement and credit for their accomplishments. The College believes that it has the obligation to place students at the proper educational level to insure students success, to recognize individual differences in accomplishments, and to avoid duplication between secondary and postsecondary vocational education. Therefore, the College has developed the following advanced placement procedures for students from WACC secondary program and other area vocational-technical schools.

PROCEDURE

1. Student application for advanced placement credit sent to the Office of Admissions and Records. Recommended by March 15. Admissions forwards request for advanced placemen to appropriate division director.

2. Secondary student develops with appropriate secondary instructor(s) a list of competencies mastered with demonstrated level of proficiency identified. Instructor(s) send report of competencies and level of proficiency to Office of Admissions. These reports are forwarded to appropriate division director. Recommended completion by April 15.

3. Evaluation of Competencies

   a. WACC Secondary Student -- Conference between secondary instructor(s) and postsecondary instructor(s) and division director or evaluate competencies and level of proficiency completed by student and to assess amount of advanced placement earned.

   b. Other AVTS Student -- Postsecondary instructors and division director evaluate competencies and level of proficiency attained by each student. A recommendation concerning advanced placement status is completed.

4. When the amount of advanced placement the student should be awarded cannot be determined by steps 1 through 3, and equitable advanced placement examination will be administered and the results evaluated to insure that the student is placed at the appropriate level.

5. The appropriate division director will send written evaluations and recommendations on advanced placement to the Office of

Admissions and Records, the student, and student's assigned advisor, and the Dean of Secondary Instructional Services or AVTS school director.

6. The Office of Admissions and Records will generate a report during the first three weeks of each semester listing student's name, curriculum, course numbers, amount of advanced placement awarded, and the name of the high school and AVTS school from which the student was graduated.

7. If the student who receives advanced placement encounters difficulty at the college level due to lack of background in a particular level, he/she will be assigned supplementary instruction by the appropriate division director and the Deans of Postsecondary Instructional Services and Secondary Instructional Services.

APPENDIX E

Fall 1976

REPORT ON ADVANCED PLACEMENT LISTING

Division	No. Students	Credits	Hours
Building Technologies			
Carpentry and Bldg. (CB)	5	40	
Construction Carp. (CC)	16	30	288
Plumbing & Heating (PL)	2	6	
Total	23	76	288
Business and Comp. Science			
Accounting (BA)	7	26	
Business Mgmt. (BM)	6	54	
Comp. Operator (CO)	1	4	
Indust. Teach. (IT)	1	3	
Secretarial Science (BS)	18	78	
Total	33	165	
Earth Science			
Forest Tech. (FR)	1	3	
Heavy Const. (SO)	8	21	864
Total	9	24	864
Electrical/Electronics			
Electrical Const. (EW)	17	39	400
Electrical Tech. (EL)	8	48	
Electronics Tech. (ET)	6	55	
Total	31	142	400
Entingeering and Design Tech.			
Advertising Art (AR)	1	20	
Archit. Tech. (AT)	2	6	
Civil Engin. Tech. (CT)	1	11	
Engin. Draft. Tech. (ED)	1	4	
Mech. Drafting (MD)	2	6	
Machinist General (MG)	5	3	1600

Division	No. Students	Credits	Hours
Engineering and Design Tech. Const.			
Toolmaking Tech. (TT)	1	13	
Welding (WE)	8	—	6000
Total	21	63	7600
Transportation Tech.			
Auto Body Repair (AB)	2	3	384
Auto Mechanics (AM)	8	21	192
Auto Tech. (AU)	2	14	
Diesel Mech. (DM)	8	18	480
Total	20	56	1056
General Studies (GS)	4	15	
Total	4	15	
Grand Total	141 Students	541 Credits	10,208 Hours

Edmond A. Watters III, Dean
Postsecondary Instructional Services

9/9/76

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LOS ANGELES

FEB 16 1979

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